March 27, 2015

**Frequently Asked Questions about NCSC AA-AAS Writing**

**NCSC Resources for Instruction and Assessment of Writing**

**Frequently Asked Questions**

*Question 1*

My student will type her writing permanent product directly on the response template in the NCSC Assessment System. Do I also need to capture this response on a webcam and upload?

*Response*

No. If a student types the response using the response template in the NCSC Assessment System, the student's permanent product is captured when the TA submits the ELA test for the student.

**References**

Test Administration Manual

> "The CR writing item requires students to produce a permanent product in response to a writing prompt. The student, or a scribe . . . will record the response to the writing prompt on either the response template that is in the online NCSC Assessment System of on the paper response template that is included in the writing DTA." (p. 12)

> **"Please note**: If the TA determines that a student can enter an online response using a keyboard, a printed response template does not need to be used during the administration." (p. 13)

NCSC Assessment System User Guide for Test Administrators

> ". . . students may enter their writing product into the response template in the system." (p. 48)

*Question 2*

My student has the scribe accommodation. When I scribe the student's response for the writing CR item, do I ask the student to spell every word?

### *Response*

No, the scribe will not ask the student to spell the words the student dictates. The scribe will correctly spell all the words that the student dictates; spelling is not scored. (TAM, p. 37)

### *Question 3*

What procedures must a scribe follow for the constructed-response writing?

### *Response*

The procedures that a scribe must follow are included in the TAM, Appendix B. NCSC Scribe Accommodation: Protocols for All Selected Response Items and Constructed-Response Writing (pp. 36 – 37). A scribe must review these protocols before providing a scribe accommodation to a student.

### *Question 4*

If a student has a scribe accommodation and the TA/scribe records the student's response to the CR Writing item on paper, what does the TA/scribe do next?

### *Response*

If a student has a scribe accommodation and the TA/scribe records the student's response to the Constructed-Response Writing item on paper, the TA/scribe must next transcribe (type) the student's response directly into the online template before uploading the evidence as directed in the ELA Directions for Test Administration (DTA): Writing.

### *Question 5*

If the student records a response to the CR Writing item on paper, what does the TA/scribe do next?

### *Response*

If the student did not type the response into the NCSC Assessment system, the TA/scribe must capture an image and upload the response template, including student revisions and TA annotations, into the NCSC Assessment System using one of the allowed file types. Then, the TA/scribe must transcribe the student's response, including student revisions and TA annotations, into the text box area of the NCSC Assessment System.

## *Question 6*

What must the TA do after uploading a student's written response to the CR Writing item?

## *Response*

After uploading the student's response to the CR writing item, and before submitting the ELA test, TAs should review the uploaded response to ensure it is readable. For additional information, refer to the NCSC Assessment System User Guide for Test Administrators.

## *Question 7*

I must test several students who do not use a pencil, pen, etc. How can these students provide a response to the writing constructed-response item?

## *Response*

There are several ways that a student may provide a response to the writing constructed-response item if they are not able use a pencil or pen.
- The student may use a scribe if that accommodation is included in the student's IEP. (TAM, pp. 36 - 37)
- The TA may use the student's existing augmentative and alternative communication (AAC) system or device. (TAM, pp. 38 – 42)
- If the student is blind, deaf, or deaf-blind, review the suggestions for writing constructed-response items on pp. 12 - 13 in Procedures for Assessing Students Who Are Blind, Deaf, or Deaf-Blind: Additional Directions for Test Administration.

## Resources on Instruction and Assessment of Writing

Please go to the NCSC resources for writing-Curriculum Resource Guides on the NCSC Wiki https://wiki.ncscpartners.org/index.php/Main_Page

### Writing Core Content Connectors (CCCs)

**Core Content Connectors** (CCCs) identify the most salient grade-level, core academic content in found in both the Common Core State Standards and the Learning Progression Frameworks. CCCs illustrate the necessary knowledge and skills in order to reach the learning targets within the LPF and the CCSS, focus on the core content, knowledge and skills needed at each grade to promote success at the next, and identify priorities in each content area to guide the instruction for students in this population and for the alternate assessment.  Below is the link to the writing CCCs.

https://wiki.ncscpartners.org/index.php/Core_Content_Connectors#Core_Content_Connectors_by_Common_Core_State_Standards

### Instructional Families

**Instructional Families** are a visual representation of the areas of curricular emphasis within and across grade bands, the graphics facilitate perception of related content. The Instructional Families are grouped into the Learning Progressions Framework strands and reference the related Common Core State Standards (CCSS) for each Core Content Connector (CCC). The CCCs (grade-specific knowledge, skills and abilities) are organized into Instructional Families based on the content students are expected to learn.

https://wiki.ncscpartners.org/index.php/Instructional_Families

### Content Modules

Content Modules provide explanations and examples of the concepts contained in the Common Core State Standards that may be difficult to teach or unfamiliar to special education teachers. These modules can be used by teachers at the elementary, middle, and high school levels. They promote an understanding of the concepts so that a teacher can begin to plan how to teach the concepts to students and they provide teachers with potential adaptations and modifications to consider when designing materials and instruction.

**Informational Writing Content Module**

https://wiki.ncscpartners.org/index.php/Informational_Writing_Content_Module

**Narrative Writing Content Module**

https://wiki.ncscpartners.org/index.php/Narrative_Writing_Content_Module

**Persuasive Writing Content Module**

https://wiki.ncscpartners.org/index.php/Persuasive_Writing_Content_Module

**Curriculum Resource Guide: Writing**

The Curriculum Resource Guides provide guidelines for teaching the Common Core State Standards to students with the most significant cognitive disabilities, provide examples for differentiating instruction for a wide range of students in multiple grade levels, and identify the necessary skills and knowledge students need to acquire/master the content.

The Curriculum Resource Guide for writing includes information related to:

- the writing process and types of writing (e.g., narrative)
- writing instruction in general education settings
- the writing Core Content Connectors (CCCs) and Essential Understandings and strategies for preparing students for the writing assessment
- performance examples for different text types at various grades
- additional activities to promote writing in real world context
- ideas for promoting college and career readiness
- a range of options and suggestions for making writing accessible to all students including:
  - ideas for students who cannot physically write to produce permanent products;
  - incorporating Universal Design for Learning (UDL)
  - differentiated instruction for sensory differences (i.e., blind, visual impairments, deaf or deaf-blind) and student with physical challenges;
  - maximizing engagement

https://wiki.ncscpartners.org/index.php/Curriculum_Resource_Guide:_Writing

**Training Modules**

Module 11 explains how to administer the NCSC writing assessment including how to submit student responses and the responsibilities of a scribe.

Module 12 provides detailed directions to upload student work into the NCSC Assessment System using a webcam or scanner.